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ABSTRACT

The 14 chapters in this volume are intended to facilitate differentiated curriculum development for gifted students that is substantive, rigorous, and in keeping with disciplinary structures. The chapters are: (1) "Content-Based Curriculum for High Ability Learners: An Introduction" (Joyce VanTassel-Baska); (2) "Accelerating Learning Experiences in Core Content Areas" (Joyce VanTassel-Baska and Beverly Shea); (3) "Incorporating Higher Order Process Skills into Content" (Jeanne M. Struck); (4) "Developing Creative Student Products" (Janine M. Lehane); (5) "Concept Development and Learning" (Linda D. Avery and Catherine A. Little); (6) "Adapting Language Arts Curricula for High-Ability Learners" (Catherine A. Little); (7) "Adapting Mathematics Curricula for High-Ability Learners" (Dana T. Johnson); (8) "Adapting Science Curricula for High-Ability Learners" (Beverly T. Sher); (9) "Adapting Social Studies Curricula for High-Ability Learners" (Molly M. Sandling); (10) "Selecting Resources and Materials for High-Ability Learners" (Linda D. Avery and Li Zuo); (11) "Making Appropriate Instructional Choices" (Jeanne M. Struck and Catherine A. Little); (12) "Assessing Student Learning" (Li Zuo and Joyce VanTassel-Baska); (13) "Aligning Curricula for the Gifted with Content Standards and Exemplary Secondary Programs" (Catherine A. Little and Wendy T. Ellis) and (14) "Implementing Innovative Curricular and Instructional Practices in Classrooms and Schools" (Joyce VanTassel-Baska). An appendix provides the "Standards for the English Language Arts Aligned with Curricular Emphases." (Individual chapters contain references.) (DB)

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